

### As outcomes, Year 2 pupils should, for example:

Understand, use and begin to read:

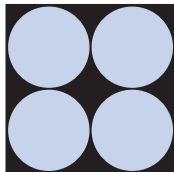
*line of symmetry...*

*fold, match, mirror line, reflection, symmetrical...*

Begin to recognise and sketch a line of symmetry.

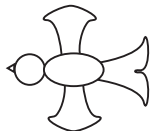
For example:

- Use toy kaleidoscopes, mirrors, shiny surfaces... to make and describe reflections.
- Make, talk about and describe symmetrical patterns using paint, ink blots, pegboard, gummed shapes on squared paper, interlocking cubes, laying out thin plastic shapes or coloured blocks...

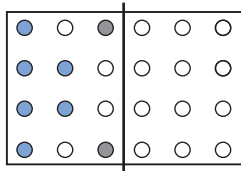


- Recognise and sketch a line of symmetry: for example, in pictures of insects, road signs, flags... testing where appropriate with a mirror.

For example, draw a line of symmetry:



- Complete a symmetrical pattern by drawing or making the other 'half': for example, using a pegboard.



### As outcomes, Year 3 pupils should, for example:

Use, read and begin to write the vocabulary from the previous year.

Recognise and sketch more than one line of symmetry. For example:

- Find examples of patterns, capital letters, logos, road signs... with more than one line of symmetry.
- Make patterns with two lines of symmetry at right angles by folding and cutting paper.
- Recognise shapes with no lines of symmetry.

- Recognise and sketch two lines of symmetry: for example, in diagrams of flags or shapes... testing where appropriate with a mirror.

Draw two lines of symmetry:



- Sketch the reflection of a simple 2-D shape in a mirror line along one edge, using a mirror to help complete it.

